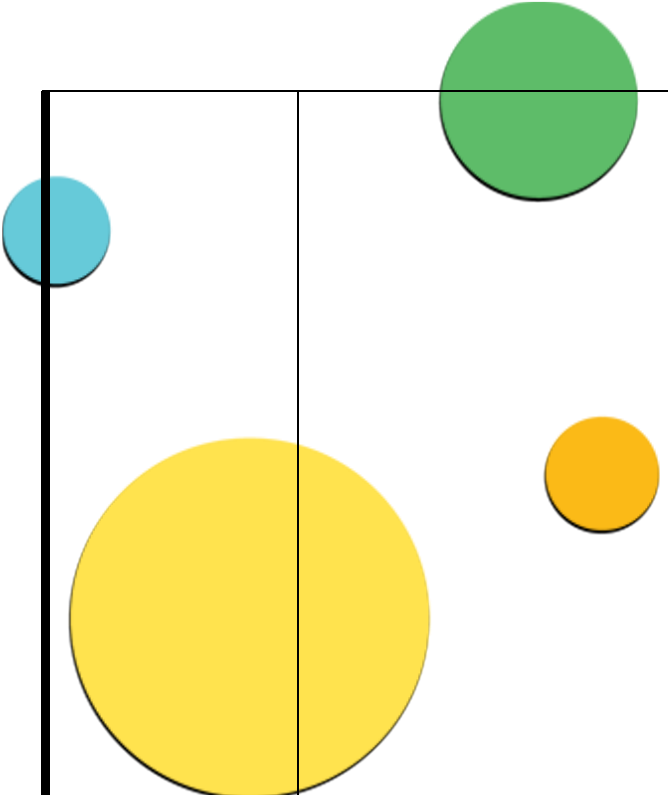


# Straits International School Rawang

## Curriculum Overview – Year 5

### Year 5 Spring Term 2.2 2024/2025

Spring Term 2.2	What will we learn?	What KUS will we gain?	What will excellence look like?
English	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Persuasive Writing</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li><b>Reading Text: The Secrets of Vesuvius by Caroline Lawrence</b></li> <li>Reading Fluency and Comprehension</li> <li>Retrieving and Recording Information</li> <li>Summarising and Explaining</li> <li>Comparing and Contrasting Texts</li> </ul>	<p><b>Persuasive Writing Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify persuasive devices in texts, including rhetorical questions, emotive language, and facts vs. opinions.</li> <li>Recognize the structure of persuasive texts (opening statement, arguments, conclusion).</li> <li>Understand how language features (e.g., connectives, rhetorical devices) enhance persuasion.</li> <li>Analyse persuasive techniques in media (e.g., adverts, slogans, visuals).</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Explain how persuasive texts acknowledge opposing views and provide supporting evidence.</li> <li>Discuss how persuasive language influences the audience's emotions and decisions.</li> <li>Evaluate the effectiveness of different persuasive devices.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Plan and structure a persuasive text (e.g., letter, commentary, or email).</li> <li>Use rhetorical questions, emotive language, and strong vocabulary to persuade.</li> <li>Use conjunctions to show cause and effect.</li> </ul>	<p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>Students can independently write a persuasive text, using the given success criteria.</li> <li>Students can confidently identify and use persuasive devices, such as rhetorical questions, emotive language, and facts vs. opinions.</li> <li>Students recognise and apply the correct structure for persuasive writing, including a clear opening statement, well-organized arguments, and a strong conclusion.</li> <li>Students can analyse persuasive techniques in media and justify their effectiveness.</li> <li>Students can explain how persuasive texts acknowledge opposing views and provide supporting evidence.</li> <li>Students can plan and structure their writing effectively, using cohesive paragraphs and appropriate connectives.</li> <li>Students use conjunctions to show cause and effect, enhancing the flow of their arguments.</li> </ul>

- 
- Edit, proofread, and refine persuasive writing.
  - Present a persuasive argument orally, responding to challenges and questions.
  - Use role-play to practice persuasive language in real-life scenarios.

#### **Reading**

##### **Reading Fluency and Comprehension**

- Knowledge: Read a variety of texts fluently and understand vocabulary in context.
- Skills: Decode words accurately and read with expression.
- Understanding: Grasp main ideas and details, and make inferences

##### **Retrieving and Recording Information**

- Knowledge: Identify specific details and facts in texts.
- Skills: Use skimming and scanning to locate and record information.

- Students experiment with a range of punctuation to add effect and clarity to their writing.
- Students can proofread and edit their work independently, using a dictionary and thesaurus when needed.
- Students spell most Year 5 spelling words correctly and use precise vocabulary for impact.
- Students confidently present a persuasive argument orally, responding to questions and counterarguments with clarity.
- Students engage in role-play scenarios, demonstrating persuasive language and techniques in real-life contexts.

#### **Reading**

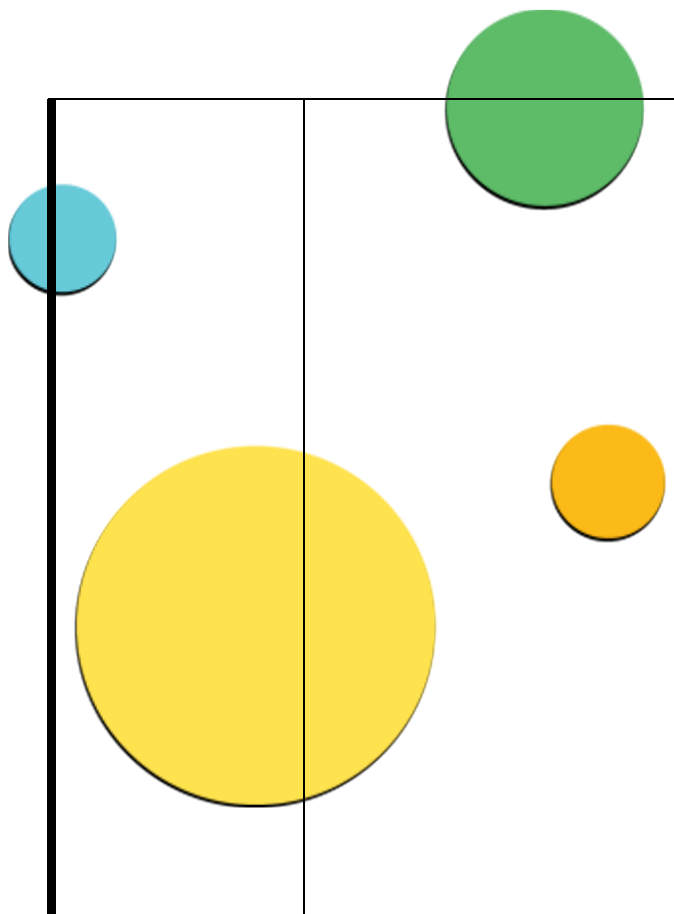
##### **Reading Fluency and Comprehension**

- Read fluently with expression and deep understanding.
- Make detailed explanations and accurate inferences from texts.

##### **Retrieving and Recording Information**

Efficiently locate and record key information. Provide clear and logical summaries of complex details.

##### **Summarising and Explaining**



- Understanding: Summarise and present information clearly

**Summarising and Explaining**

- Knowledge: Recognise main ideas and themes in texts.
- Skills: Summarise text passages and explain understanding in their own words. Understanding: Integrate information from different parts of a text for clear summaries.

**Comparing and Contrasting Texts**

- Comparing and Contrasting Texts Provides thoughtful, evidence based comparisons. Clearly understands and explains differences in authorial style and purpose.
  - Knowledge: Compare texts for similarities and differences.
  - Skills: Analyse and provide evidence-based comparisons.
  - Understanding: Explain how different authors' styles and purposes affect the text.

Offer insightful summaries and thorough explanations of key ideas and themes. Integrate Information coherently from various parts of the text.

**Comparing and Contrasting Texts**

Provide thoughtful, evidence-based comparisons. Clearly understand and explain differences in authorial style and purpose.

How will this be assessed?

**Writing**

- Students will independently plan, write, edit and publish their own persuasive email
- Rubrics will be used to evaluate writing

**Reading and SPAG**

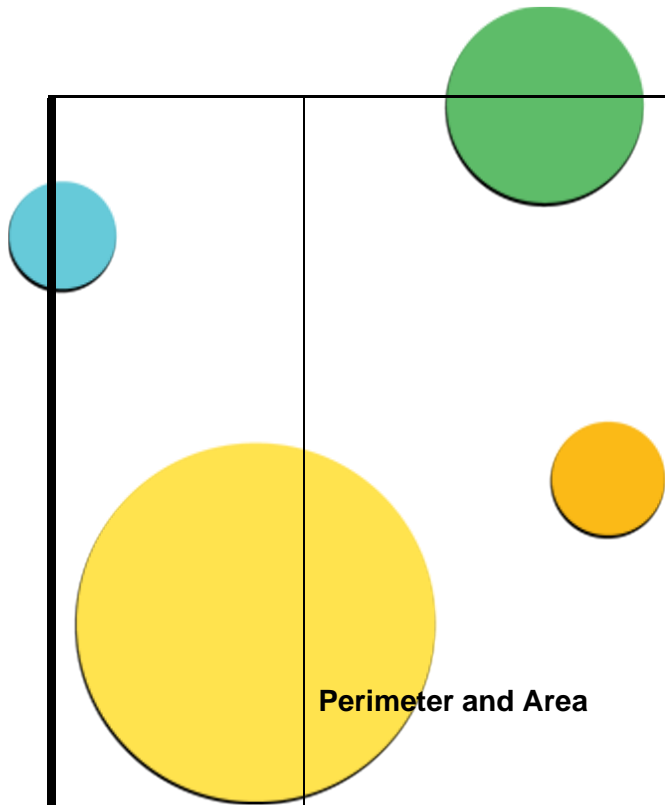
- End of Term Reading Comprehension Assessment
- Weekly Spelling Test

**Maths**

**Decimals and percentages**

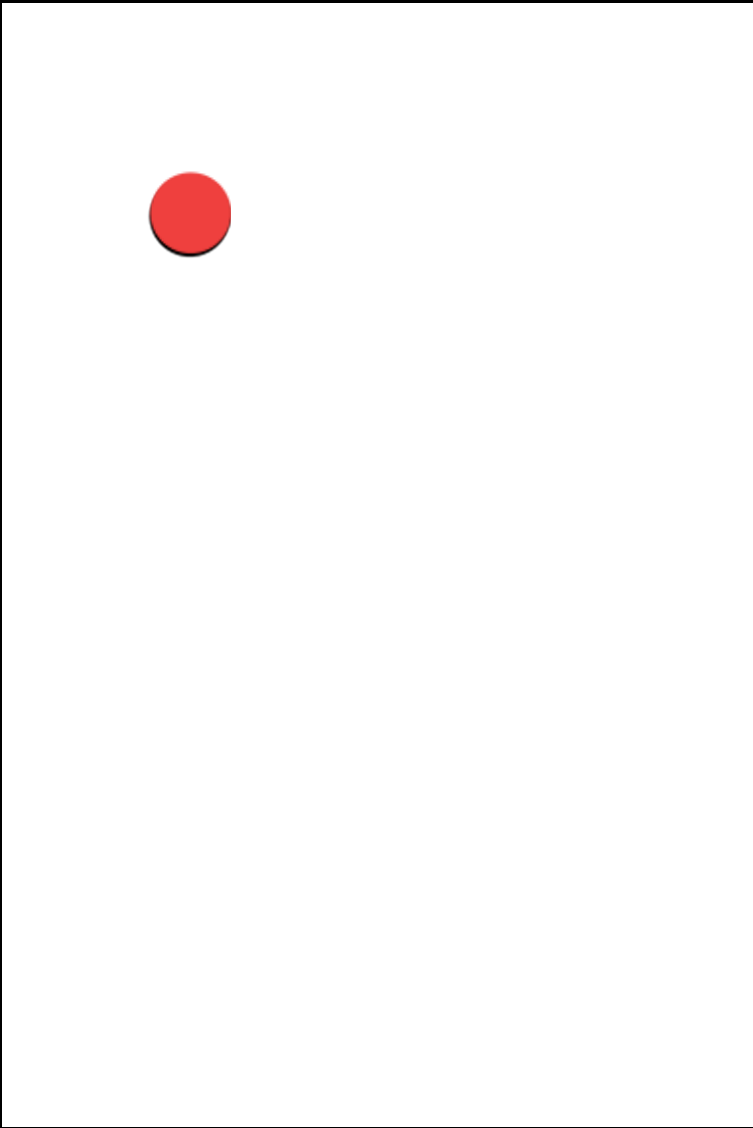
**Decimals and percentages**

- Convert between fractions, decimals, and percentages confidently.



**Perimeter and Area**

**Statistics**



- Compare, order, and round decimals correctly.
- Use place value charts to represent and manipulate decimals.
- Solve multi-step problems using decimals and percentages.

- Accurately calculate the perimeter and area of rectangles, polygons, and compound shapes.
- Apply knowledge to real-world and multi-step problems.
- Make reasonable area estimations and justify answers.
- Explain methods and choices using mathematical vocabulary.

- Read and analyse data from line graphs, tables, and timetables correctly.
- Identify trends, patterns, and relationships in data.

			<ul style="list-style-type: none"> <li>• Use information from tables and graphs to answer multi-step questions.</li> <li>• Justify answers using mathematical reasoning and correct terminology.</li> </ul>
How will this be assessed?		<ul style="list-style-type: none"> <li>• Weekly Mental Maths</li> <li>• End of unit assessments</li> <li>• End of term assessments</li> </ul>	
IPC	<p><b>Hear, Look!</b> <b>In Science, we'll be learning about:</b></p> <ul style="list-style-type: none"> <li>• How human ears and eyes work</li> <li>• The connection between sound and vibrations</li> <li>• Whether sound can travel through different mediums</li> <li>• Changing pitch and amplitude</li> <li>• Materials that absorb sound</li> <li>• How white light is made</li> <li>• Similarities and differences between light and sound</li> <li>• How and why shadows change.</li> </ul>	<p><b>Knowledge (What students will know)</b></p> <ul style="list-style-type: none"> <li>• The structure and function of the human ear and eye.</li> <li>• How sound is produced by vibrations and how it travels.</li> <li>• That sound can travel through solids, liquids, and gases.</li> <li>• How pitch and amplitude affect sound.</li> <li>• Which materials absorb sound and why.</li> <li>• That white light is made up of different colors.</li> <li>• The key similarities and differences between light and sound.</li> <li>• How shadows are formed and what affects their size and shape.</li> </ul> <p><b>Understanding (What students will understand)</b></p> <ul style="list-style-type: none"> <li>• How the ear and eye process sound and light.</li> <li>• Why sound needs a medium to travel through.</li> <li>• How different materials impact the transmission or absorption of sound.</li> <li>• Why light can be split into different colors.</li> <li>• How and why shadows change based on light sources and object position.</li> </ul>	<p><b>Science Task 1</b></p> <ul style="list-style-type: none"> <li>• Accurately describe the structure and function of the human ear and eye, explaining how each part contributes to hearing and vision.</li> <li>• Articulate how the ear and eye process sound and light, making connections between structure and function.</li> <li>• Label and describe the parts of the ear and eye with correct terminology, explaining their functions fluently.</li> </ul> <p><b>Science Task 2</b></p> <ul style="list-style-type: none"> <li>• Clearly explain how sound is produced by vibrations and how it travels through different mediums with real-world examples.</li> <li>• Justify with evidence why sound needs a medium to travel and how different environments impact its movement.</li> </ul> <p><b>Science Task 3</b></p>



**In Design, Technology and Innovation, we'll be learning about:**

- Using elastic bands to make a pitched instrument.

**In International, we'll be learning about:**

- The effects of noise and light pollution

**Skills (What students will be able to do)**

- Label and describe the parts of the ear and eye.
- Conduct experiments to explore sound vibrations and travel.
- Investigate the effect of different materials on sound absorption.
- Use equipment to measure pitch and amplitude.
- Experiment with prisms to observe how white light splits.
- Compare data on light and sound behavior.
- Make predictions and record findings about shadow changes.

- Confidently identify how sound travels through solids, liquids, and gases, using scientific reasoning.
- Design and conduct controlled experiments on sound vibrations and travel, recording precise observations.

**Science Task 4**

- Demonstrate deep understanding of how pitch and amplitude affect sound, linking to musical instruments or real-life applications.
- Use scientific equipment confidently to measure pitch and amplitude, interpreting results effectively.

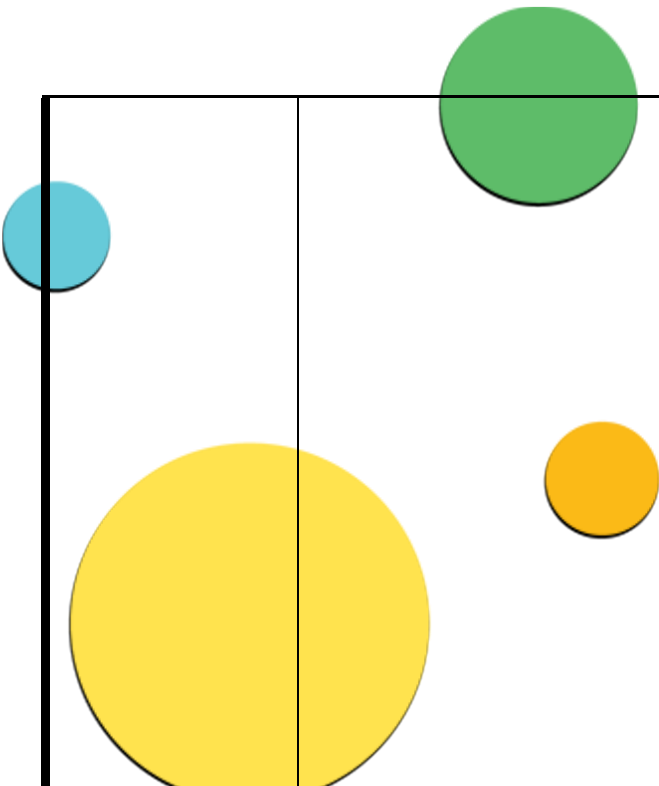
**Science Task 5**

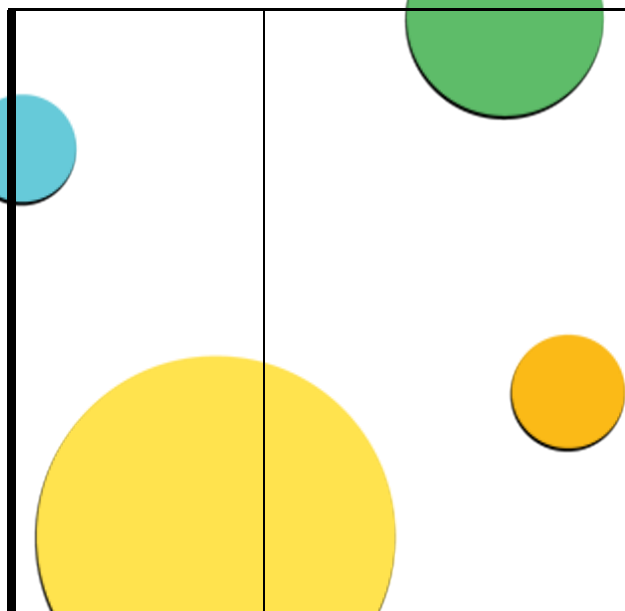
- Identify and justify which materials absorb sound best and why, relating to real-world uses like soundproofing.
- Investigate and explain how different materials impact sound absorption using accurate data collection methods.

**Science Task 6**

- Explain in detail how white light is composed of different colors and how this is proven through experiments.
- Carry out experiments with prisms to observe light splitting, making links to real-life applications.

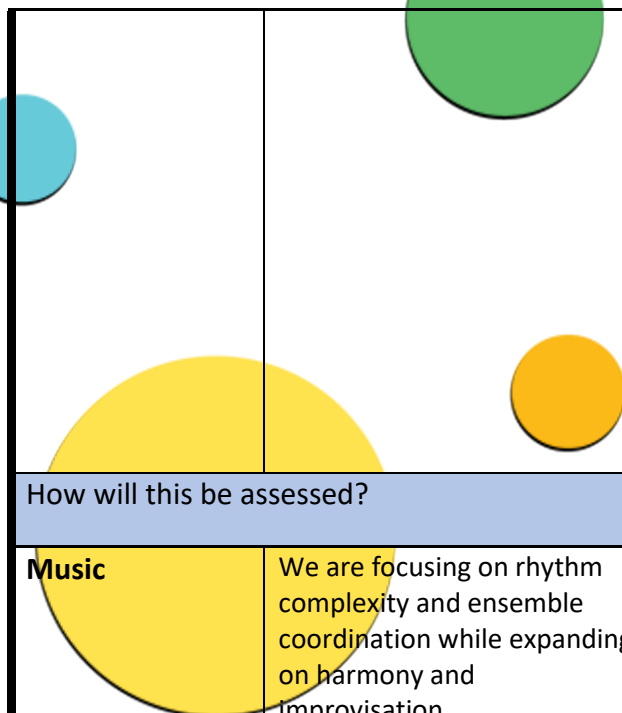
**Science Task 7**

			<ul style="list-style-type: none"> <li>• Explain with precision how shadows form and analyze how changes in light sources affect size and shape.</li> <li>• Analyze patterns in how and why shadows change, using clear reasoning and scientific vocabulary.</li> <li>• Make accurate predictions and record findings about shadow changes, presenting results with detailed explanations.</li> </ul> <p><b>Design, Technology and Innovation Task</b></p> <ul style="list-style-type: none"> <li>• Uses creativity and precision in design, ensuring the instrument is both functional and visually appealing.</li> </ul> <p><b>International Task</b></p> <ul style="list-style-type: none"> <li>• Clearly explains the causes and effects of noise and light pollution, using real-world examples.</li> </ul>
<p>How will this be assessed?</p>		<p>Exit Point</p> <p>Recording Tasks</p> <p>Learning Journey</p> <p>Knowledge Assessment</p>	
<p><b>Bahasa Melayu</b></p>	<p>Kejiranan Saya (My Neighborhood)</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify key places in their neighborhood (e.g., houses, schools, shops, parks).</li> <li>• Understand basic roles of community members (e.g., teacher, shopkeeper, police officer).</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly identify and describe various places in their neighborhood, explaining their functions with relevant examples.</li> <li>• Confidently express opinions about the importance of community</li> </ul>

		<p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• Explain why different places are important for the community.</li> <li>• Discuss simple ways to keep the neighborhood clean and safe.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Listen to and understand short descriptions of neighborhoods.</li> <li>• Read simple texts and identify key details about neighborhood features.</li> <li>• Write short sentences or a paragraph describing their neighborhood.</li> </ul>	<p>spaces and how they contribute to daily life.</p> <ul style="list-style-type: none"> <li>• Use well-structured sentences in speaking and writing, with correct vocabulary, grammar, and detailed descriptions.</li> </ul>
<p>How will this be assessed?</p>		<ul style="list-style-type: none"> <li>• Listening &amp; Reading: Answer questions about a neighborhood description, identifying key places and their functions.</li> <li>• Speaking: Describe their neighborhood, explaining the importance of different places.</li> <li>• Writing: Write a short paragraph about their neighborhood, using correct grammar, vocabulary, and sentence structure.</li> </ul>	
<p><b>Mandarin</b></p>	<p><b>Beginner:</b> Little Monkey</p> <p><b>Advanced :</b> School environment and teacher (校园环境和老师)</p>	<p><b>Beginner:</b> Students will learn how to say different weather and time in Chinese and mastered the writing methods of these words. In addition, students read and understand the passage and answer relevant questions.</p> <p><b>Advanced :</b> 我们将获得哪些知识、理解和技能？ 学生将学习与校园环境和老师相关的词汇（如环境、舒</p>	<p><b>Beginner:</b></p> <ul style="list-style-type: none"> <li>• Read the passages</li> <li>• Use words related to time (e.g. 早上、中午、晚上, etc.)</li> <li>• Use words related to weather (e.g. 晴天、热、冷, etc.)</li> <li>• Answer relevant questions correctly</li> <li>• Write the correct stroke order</li> </ul> <p><b>Advanced :</b></p>



		<p>适、适合、静心、活力) , 练习书写汉字, 运用词汇造句, 并通过阅读理解提升语言运用能力。</p>	<p><b>优秀表现是什么样的?</b></p> <p>学生能准确使用词汇, 书写规范, 流利地用完整句子描述校园环境和老师特点, 并能在阅读理解中准确回答问题, 表达清晰, 交流自信。</p>
<p>How will this be assessed?</p>		<p>Comprehension reading assessment and writing short passage/sentences/phrases. Q and A discussion during the lesson</p>	
<p><b>Physical Education</b></p>	<p>IPC Athletics &amp; Basketball</p>	<p>K: Involves learning the rules, techniques, and essential facts about athletic events such as sprinting, long jump, or shot put. This includes understanding proper techniques, event-specific rules, and safety protocols.</p> <p>U: Focuses on grasping because specific techniques and strategies are effective, such as recognizing how proper form enhances performance and minimizes injury or how pacing differs between sprints and long-distance races.</p> <p>S: Encompasses the practice and reflection necessary for improvement. Students refine their skills through repeated drills, analyze demonstrations to better understand techniques, and evaluate their own or peers' performances to identify strengths and areas for growth. By integrating these three aspects, students not only build their physical abilities but also develop a deeper appreciation and competence in athletics.</p> <p>In the Basketball units for Year 3 to Year 6, students develop their <b>knowledge, skills, and understanding</b> of the game through progressive learning stages. In <b>Year 3 and Year 4</b>, the</p>	<ul style="list-style-type: none"> <li>• Students demonstrate a blend of skill, understanding, and positive attitude.</li> <li>• Students showcase strong technical proficiency, such as executing proper running forms, accurate throws, or well-timed jumps, reflecting their dedication to mastering techniques.</li> <li>• Students' understanding is evident in their ability to apply strategies, adapt to challenges, and explain the importance of technique, safety, and sportsmanship in athletics.</li> <li>• Students are focused and disciplined during practice, consistently striving for personal improvement while encouraging and supporting their peers.</li> <li>• These students also exhibit resilience, learning from mistakes and embracing feedback to refine their performance.</li> <li>• Students stand out through their skillful execution, insightful</li> </ul>



		<p>focus is on fundamental movement skills such as dribbling, passing, and shooting, along with basic game rules and teamwork concepts. As they progress to <b>Year 5 and Year 6</b>, students deepen their understanding of offensive and defensive strategies, game awareness, and decision-making in match play. Throughout the units, they enhance their <b>understanding</b> of fair play, communication, and sportsmanship, applying these principles in both practice and competitive settings. By the end of Year 6, students should have a solid grasp of basketball's core techniques and tactical principles, preparing them for more advanced gameplay in later years.</p>	<p>understanding, and exemplary attitude towards learning and teamwork.</p>
<p>How will this be assessed?</p>		<p>End of Term Test</p>	
<p><b>Music</b></p>	<p>We are focusing on rhythm complexity and ensemble coordination while expanding on harmony and improvisation.</p>	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Understanding syncopation, triplets, and harmonic layering.</li> <li>• <b>Understanding:</b> Developing control over rhythmic phrasing and improvisation techniques.</li> <li>• <b>Skills:</b> Performing syncopated rhythms accurately and improvising short musical phrases within a group setting.</li> </ul>	<p>Students will confidently perform layered rhythms, engage in group improvisation with stylistic awareness, and apply their knowledge of harmony in ensemble music.</p>
<p>How will this be assessed?</p>		<p>Written and practical assessment</p>	